

## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



7TX353

1982

.465  
Cop. 2

# Summer Food Service Program for Children

5

United States  
Department of  
Agriculture

Food and  
Nutrition  
Service

FNS-207

Sponsor Meal  
Preparation  
Handbook

7095214



# Contents

---

## Page

1	Introduction
3	Nutrition Education
4	Selecting of the Food Service Facility
6	Selecting and Training Personnel
6	Meal Requirements
10	Description of Food Components
15	Meal Planning
16	Sample Menus
20	Food Purchasing
23	Food Storage
24	Food Preparation
25	Standardized Recipes
27	Meal Service
29	Cleanup
30	Sanitation and Safety
32	References

Revised February 1982

The Summer Food Service Program for Children is available to children regardless of race, color, age, sex, handicap, or national origin.

# Introduction

Introduction	This handbook is for Summer Food Service Program sponsors that choose to prepare the meals served to participating children. The information contained in this handbook is also useful to sponsors who operate a vended Summer Food Service Program (SFSP). The handbook describes the food service responsibilities of a sponsor. These include meal requirements, recordkeeping requirements, and guidance about food buying and storage.
Program Basics	The Summer Food Service Program provides nutritional help to children 18 years of age or younger. People over the age of 18 are also eligible if 1) a State educational agency or local educational agency of a State determines that they are mentally or physically handicapped, and 2) they participate in a public or nonprofit private school program established for the mentally or physically handicapped.
	The Summer Food Service Program was established to ensure the continued availability of meals during the summer months that are similar to the high-quality meals provided during the school year through the National School Lunch and School Breakfast Programs. Financial reimbursement and, in some cases, donated commodities are available to eligible sponsors.
	Commodities are foods that the U.S. Department of Agriculture (USDA) purchases in large quantities and then donates to food assistance programs. Sponsors preparing their own meals either at the site or at a central kitchen and sponsors purchasing meals from a school foodservice authority are eligible to receive commodities donated by USDA. Your administering agency can provide you with further information on commodities.
	The SFSP is sponsored by (1) public and private nonprofit school food authorities and residential summer camps, and (2) State, county, municipal, and local governments that will directly operate the program. Sponsors administer the SFSP at one or more food service sites that serve areas in which at least 50 percent of the children are eligible for free or reduced price meals according to U.S. Department of Agriculture income eligibility guidelines. Sites can also participate if they serve an enrollment consisting of at least 50 percent needy children.
	Residential camps can operate this summer feeding program. Certain sponsors can operate the SFSP under the regulations for camps if they enroll children in a regularly scheduled, organized activity that is cultural or recreational. Such sponsors must obtain family size and income data about the enrolled children to determine eligibility for free or reduced-price meals. Only the meals served to children eligible under these criteria may be claimed for reimbursement.

## Introduction

---

### Organizational Structure

Although the program operates primarily during the summer vacation when many schools are closed, this program also provides for meal service in situations where schools operate on a continuous school calendar. As in all federally funded programs, discrimination against any child because of race, color, national origin, age, sex, or handicap is prohibited.

The Summer Food Service Program is administered through an agency of the State government or by a regional office of the Food and Nutrition Service (FNS). The administering agency deals directly with sponsors operating within the agency's geographic domain. A prospective sponsor must demonstrate to the satisfaction of the administering agency that it can financially and administratively meet program objectives and comply with program regulations.

Administrative and financial responsibility cannot be delegated below the sponsor level. The quality of meal service and the conduct of site personnel reflect directly upon the sponsor's performance. Any sponsoring organization that wishes to remain eligible for program participation must be primarily concerned with the quality and quantity of selected sites, the conduct of site and sponsor personnel, and the quality of the meals. Food service management companies that have contracted or intend to contract with a sponsor to serve meals for the summer program must provide meals according to their agreement with the sponsor and program regulations. Program monitors will help you ensure that the program functions properly at each site.

All participating sponsors are subject to audit by USDA's Office of the Inspector General (OIG) and by the General Accounting Office (GAO).

## Nutrition Education

### Nutrition Education

Nutrition education is an additional benefit that you can offer to children participating in the SFSP. Your staff can coordinate a variety of activities to help children of all ages accept and enjoy the meals provided in the program, and to develop sound eating practices for a lifetime.

### Young Children

Young children enjoy sensory experiences with foods. Seeing, touching, and tasting new foods (as well as familiar foods that are prepared in different ways) can lead to greater acceptance. A child may reject a food simply because it is unfamiliar. You can organize tasting parties to encourage children to try new foods. Young children often enjoy being involved in preparing meals and snacks. You can supplement food preparation experiences with other activities to teach children the origin of foods and the sequence of events that lead to their offering at a meal service. Recreational activities such as food drawings, stories, songs, and games can help children develop positive attitudes towards foods. Especially effective in sparking children's interest in nutrition are real-life and puppet plays with food characters.

### Older Children

Older children are often interested in how food affects their bodies--especially their appearance, physical fitness, and health. Your program staff can select nutrition education activities in line with these interests. How nutrients contained in foods affect the body in relation to weight and physical activity can be explained to the children and then followed with a group discussion. Posters, displays, and games on the functions of nutrients are available from the sources described below. Nutrition education activities for older children can include games that relate to consumer-oriented experiences such as shopping for food and reading food labels.

### Resources

To obtain help in conducting any of the activities above, you can contact the State Nutrition Education and Training Program (NETP) Coordinator through your State Department of Education. The coordinator can help you implement your program and identify nutrition education materials and other resources in your area.

# Selecting the Food Service Facility

## Sponsor Duties

If the sponsor prefers to prepare meals at the site, it must carefully select the food service facility it will use for meal preparation. Responsibilities in selecting preparation sites include:

\*Visiting all sites to certify that the sites have the capability and the facilities to prepare and serve meals to the anticipated number of children.

\*Visiting all sites to examine the food service equipment. Because of the many variables in sites, the exact type and quantity of equipment will differ from site to site. However, you can use the chart on the following page to help you determine whether or not the equipment available is adequate, taking into consideration the significant variables (such as menu, number of meals to be served, etc.). You should also determine the condition of the equipment and appoint someone to be responsible for maintenance and repairs.

\*Checking to see that the facility has or can obtain the required health department certification. (The local health department can assist you in planning your programs so you comply with all State and local rules and regulations.)

# Selecting the Food Service Facility

Equipment	Number of Children			
<u>Range</u>	1-50 1 range with oven 30 inches domestic OR 30-36 inches commercial	51-100 1 range with oven 30-36 inches commercial	101-200 1 range with oven 30-36 inches commercial (2 if over 150)	201-300 2 ranges with oven 30-36 inches commercial OR 1 range with oven 60 inches or larger commercial
<u>Refrigerator</u>	single section domestic 18 cu. ft. OR commercial reach-in 20-25 cu. ft.	double section commercial reach-in 40-50 cu. ft.	double section commercial reach-in 50-60 cu. ft. OR 64 sq. ft. (8 ft x 8 ft) walk-in	triple section commercial reach-in 60-75 cu. ft. OR 64 sq. ft. (8 ft x 8 ft) walk-in
<u>Freezer</u>	same as above	same as above	same as above	same as above
<u>Mixer w/ attachments (Veg.slicer -shredder meat &amp; food chopper)</u>	10 qt	10 qt	20 qt	20 qt
<u>Work Tables (allow 4 linear ft per worker) Use coun- tertops as worktables</u>	1 table	1 table	1 table	2 tables
<u>Sinks</u>	1 sink- 3 compartments	1 sink-3 compartments	1 sink-3 compartments	1 sink-3 compartments
<u>Dishwasher</u>			1 surge tank OR 1 single tank door	1 single tank door
If the site will serve over 100 children, the following equipment is recommended to supplement the minimum items listed above:				
Steam equipment (kettle, steamer)	Hot food holding cabinet			
Electric food slicer (manually operated)	Convection oven			

# Selecting and Training Personnel

## Selecting and Training Personnel

### Staffing Pattern

The first step in selecting food preparation personnel is to determine how many people you will need to operate the program. You can use the following schedule as a guide in staffing a program serving lunch and snacks. A range of hours for labor reflects variations in the skill of the food preparation personnel and the extent of the planned use of convenience foods. If the site serves breakfast, add 1 hour of labor for each 50 breakfasts it serves. If the site serves supper, add 4 hours of labor for each 50 suppers it serves. Sites may require less time for labor when they serve snacks than when they serve other meal types.

<u>Number of Meals</u>	<u>Hours of labor</u>	<u>Staffing Examples</u>
up to 50	6 to 8	1 full-time employee
51 to 100	8 to 10	1 full-time* employee
		1 part-time employee (optional)
101 to 200	12 to 20	2 full-time* employees
		1 part-time employee (optional)
201 to 300	20 to 24	3 full-time* employees
		1 part-time employee (optional)

\*These full-time employees need not necessarily work an 8-hour day, but rather can be scheduled for the hours they are needed.

(See the Staffing section in the Administrative Handbook for additional information on staffing patterns.)

### Hiring

After determining the number of staff the site needs, you can begin hiring people. The type and amount of experience required of the staff will vary with the duties each will perform. However, all food service workers should meet the health standards set by local and State health authorities. You can also use qualified volunteer personnel when they are available.

### Training

After you have selected all food service personnel, you will need to train them in program operations. You should inform them of their responsibilities for maintaining necessary records and meeting meal requirements.

## Meal Requirements

### Meal Pattern

The goal of every summer program is to serve meals that meet program requirements and are appetizing to children. Careful planning is necessary to meet these goals. Meal requirements set for this program assure well-balanced, nutritious meals that supply the kinds and amounts of food that children require to help meet their nutrient and energy needs. The following are minimum requirements for each meal:

# Meal Requirements

BREAKFAST	<u>Vegetables and Fruits</u>	
	Vegetables and/or fruits	1/2 cup
	-or full-strength vegetable or fruit juice	1/2 cup
	Or an equivalent quantity of any combination of vegetable(s), fruit(s), and juice	
	<u>Bread and Bread Alternates</u>	
	Bread (whole grain or enriched)	1 slice
	Or Bread Alternates	
	(whole grain or enriched):	
	-cornbread, biscuits, rolls, muffins, etc.	1 serving
	-or cooked pasta or noodle products	1/2 cup
	-or cooked cereal grains, such as rice, corn grits, or bulgur	1/2 cup
	(whole grain, enriched, or fortified):	
	-or cooked cereal	1/2 cup
	-or cold dry cereal	3/4 cup or 1 ounce (which-ever is less)
	Or an equivalent quantity of a combination of bread or bread alternate(s)	
	<u>Milk</u>	1 cup
	Fluid milk	(1/2 pint)
Optional	<u>Meat and Meat Alternates</u>	
	Lean meat or poultry or fish	1 ounce (edible portion as served)
	Or Meat Alternates	
	-cheese	1 ounce
	-or eggs	1 large egg
	-or cooked dry beans or peas	1/2 cup
	-or peanut butter	2 tablespoons
	Or an equivalent quantity of any combination of meat or meat alternate(s)	

# Meal Requirements

SNACK  
(supplemental food)

(Choose two from the following four components):

Meat and Meat Alternates

Lean meat or poultry or fish

1 ounce  
(edible portion as served)

Or Meat Alternates

-cheese

1 ounce

-or eggs

1 large egg

-or cooked dry beans or peas

1/2 cup

-or peanut butter

2 tablespoons

Or an equivalent quantity of any combination of meat or meat alternate(s)

Vegetables and Fruits

Vegetables and/or fruits

3/4 cup

-or full-strength vegetable or fruit juice

3/4 cup

Or an equivalent quantity of any combination of vegetable(s), fruit(s), and juice (juices cannot be served with milk)

Bread and Bread Alternates

Bread (whole grain or enriched)

1 slice

Or Bread Alternates

(whole grain or enriched):

-cornbread, biscuits, rolls, muffins, etc.

1 serving

-or cooked pasta or other noodle products

1/2 cup

-or cooked cereal grains, such as rice, corn grits, or bulgur

1/2 cup

(whole grain, enriched, or fortified)

-or cooked cereal

1/2 cup

-or cold dry cereal

3/4 cup or  
1 ounce (whichever is less)

Or an equivalent quantity of any combination of bread or bread alternate(s)

Milk

fluid milk

1 cup

1/2 pint

# Meal Requirements

LUNCH or  
SUPPER

<u>Meat and Meat Alternates</u>	
Lean meat or poultry or fish	2 ounces (edible portion as served)
Or Meat Alternates	
-cheese	2 ounces
-or eggs	1 large egg
-or cooked dry beans or peas	1/2 cup
-or peanut butter	4 tablespoons
Or any equivalent quantity of any combination of meat or meat alternate(s)	
<u>Vegetables and Fruits</u>	
(Must include 2 or more selections for a total of 3/4 cup)	
Vegetables and/or Fruits	3/4 cup total
-or full-strength vegetable or fruit juice (may be counted to meet not more than 1/2 of this requirement)	
<u>Bread and Bread Alternates</u>	
Bread (whole grain or enriched):	1 slice
Or Bread Alternates	
(whole grain or enriched):	
-corn bread, biscuits, rolls, muffins, etc.	1 serving
-or cooked pasta or noodle products	1/2 cup
-or cooked cereal grains such as rice, corn grits, or bulgur	1/2 cup
Or an equivalent quantity of any combination of bread or bread alternate(s)	
<u>Milk</u>	
Fluid milk	1 cup (1/2 pint)
Quantity Adjustment	The quantities of food specified in the meal patterns are approximate amounts of food to serve 10- to 12-year-olds. If the administering agency approves the sponsor to serve smaller portion sizes to children under 6 years, the sponsor must meet the meal patterns specified in the Child Care Food Program (CCFP) regulations. You can obtain copies of these regulations from your State agency. Children over 6 years old may be served larger portions, but not less than the minimum requirements specified in the Summer Food Program regulations.
	Remember that you do <u>not</u> receive reimbursement for meals that do not meet the minimum program requirements.

# Description of Food Components

## Milk

Milk means fluid types of pasteurized whole, lowfat, or skim milk that is flavored or unflavored, or cultured buttermilk. These milks must meet State and local standards. The fluid, evaporated, or dry milk you use to prepare soups, puddings, baked products, and other foods may not be counted as meeting the milk requirement.

At breakfast and for snacks you may serve milk as a beverage or on cereal or use part of it for each purpose. At lunch and supper you must serve milk as a beverage. If your site serves only snacks or a meal and two snacks, you should try to include milk in at least one snack. Milk provides calcium and riboflavin, some protein, vitamin A, vitamin D (if fortified), phosphorus, and other nutrients. If you serve low-fat or skim milk, it should be fortified with vitamin A as well as vitamin D.

## Meat or Meat Alternate

You must serve meat or meat alternates at lunch and supper and you may serve them as part of the snack in the amounts the meal pattern requirements specify. A serving of cooked lean meat (beef, pork, lamb, veal), poultry, fish, cheese, cooked dry beans or peas, egg(s), peanut butter, or a combination of these foods may be used to meet this requirement. For example, a peanut butter sandwich and deviled egg can fulfill the meat or meat alternate component requirement for a meal. Ground meat and cheese combined in a casserole can also fulfill the meat or meat alternate requirement. You may serve these foods as the entree (main dish) or include them in the entree and in one other menu item.

A serving of cooked meat is defined as lean meat without bone. A serving of cooked chicken or turkey includes meat and skin unless otherwise indicated in the recipe. Cooked dry beans or peas may be used to meet the vegetable/fruit requirement or the meat/meat alternate requirement, but can not meet both requirements in the same meal.

To improve the nutrition of children, you should include a meat or a meat alternate in the breakfast as often as possible. You may serve meat alternates--eggs, cheese, or peanut butter--alone or use them in breads, such as cheese biscuits or peanut butter rolls. Children enjoy cheese cubes or sticks, peanut butter on bread or crackers, meat cubes, and other protein-rich foods at snack time. Snacks between meals provide excellent opportunities for introducing unfamiliar meats or meat alternates to children.

You may count textured vegetable protein products towards meeting a maximum of 30 percent of the total meat and meat alternate requirement when you combine them with water and serve them in combination with meat, poultry, or fish. Textured vegetable protein products must meet the USDA specifications. Check with your administering agency or your FNS regional office for more information on these specifications.

## Description of Food Components

One ounce (dry weight) of enriched macaroni-type products with fortified protein may be counted as a meat alternate that can fulfill up to 50 percent of the meat or meat alternate component when cooked and served with cooked meat, poultry, fish or cheese. Macaroni or spaghetti you purchase at a grocery store may not be enriched and will not be protein-fortified. Only macaroni or spaghetti that has been fortified with protein in accordance with FNS specifications can be used as a meat alternate. The product, if FNS approves it, will bear this label statement: "One ounce dry weight of this product meets one-half of the meat or meat alternate requirement of lunch or supper of the USDA child nutrition programs when served in combination with one or more ounces of cooked meat, poultry, fish or cheese."

Cheese alternate products may be used to meet up to 50 percent of the meat and meat alternate component when combined with at least an equal amount of natural or processed cheese in heated or cooked menu items. Examples of these menu items are macaroni and cheese, grilled cheese sandwiches, cheeseburgers, enchiladas, or pizzas.

Meat and meat alternates, as a group, provide protein, iron, B vitamins (thiamin, riboflavin, niacin), and other nutrients.

### Fruits and Vegetables

Fruits and vegetables that are prepared simply and are easy to eat are the most practical to serve in SFSP meals. Some examples are carrots sticks or celery stalks. Use fresh fruits and vegetables frequently. As a group, vegetables and fruits provide most of the vitamin C and a large share of the vitamin A in meals. Some also supply iron as well as fiber and other vitamins and minerals. In planning menus, you should include foods that are good sources of these vitamins and minerals in at least one meal or snack each day. At the back of this handbook is a chart that shows the foods rich in iron and vitamins A and C.

A serving of cooked vegetables means a drained vegetable as normally served. A serving of cooked or canned fruit consists of fruit and juice. A serving of thawed frozen fruit is fruit with the juice that accumulates during thawing.

Breakfast requires a serving of fruit or vegetable or full-strength fruit or vegetable juice. Breakfast is an excellent time to serve vitamin C foods. Citrus fruits or juices such as orange or grapefruit are excellent choices. Other good sources of vitamin C are tomato juice, strawberries, and cantaloupe (when in season). You may also serve dried fruit. Dried apricots, raisins, and prunes provide variety in menus and are rich in iron.

To meet program requirements for lunch and supper you must serve two or more vegetables or fruits at each meal. No more than one-half of the total requirement may be met with full-strength fruit or vegetable juice. For variety, you may serve

## Description of Food Components

### Bread and Cereals and Bread Alternates

full-strength fruit or vegetable juices, fruits, or vegetables for snacks between meals. Snack time is a good time to introduce new vegetables and fruits to children. You may offer them snacks of vegetables or fruits in addition to their snack of milk and enriched crackers. Beverages containing less than 50 percent fruit juice or made with fruit flavored powders and sirups, or fruit punch do not meet program requirements.

Bread and bread products provide some of the B vitamins (thiamin, riboflavin, and niacin), minerals (especially iron), and calories. Breads and bread alternates must be enriched or made from whole-grain or enriched flour or meal in order to meet the bread requirements for this program. Use whole-grain products often. They supply dietary fiber in addition to the important vitamins and minerals in enriched products. They also provide a variety in taste and texture.

To meet the bread requirement for breakfast, choose from a serving of: enriched or whole-grain bread; cornbread, biscuits, rolls, or muffins made from enriched or whole-grain meal or flour; enriched, whole-grain or fortified cereal; cooked whole-grain or enriched cereal grains such as bulgur, corn grits, or rice; or enriched or whole-grain pasta products, such as macaroni; or a combination of bread and bread alternates.

For midmorning and midafternoon snacks, choose from a serving of: enriched or whole-grain bread; enriched, whole-grain, or fortified cereal; cooked enriched or whole-grain bread alternates such as rice, bulgur, or macaroni; cornbread, biscuits, rolls, muffins, crackers, or cookies made of enriched or whole-grain meal or flour. Hot breads such as rolls, biscuits, cornbread, or muffins, or raisin bread add variety and appeal as well as nutrients.

To meet the bread requirements at lunch or supper, choose from a serving of: enriched or whole-grain bread, or cooked whole-grain or enriched rice, bulgur, or corn grits; or enriched or whole grain noodles, macaroni, or other pasta products. An equivalent serving of a bread product made from whole-grain or enriched meal or flour may be substituted.

You may serve cereal at breakfast or as a midmorning or midafternoon snack, but you cannot use it in place of bread at lunch or supper. You may use "fortified grain-fruit products" at breakfast or for midmorning or midafternoon snacks to meet the bread and fruit requirements. These fortified grain-fruit products must meet FNS alternate food regulations and USDA specifications. These products are intended for use at sites with no kitchen facilities for preparing and serving the regular breakfast or snacks. You cannot serve enriched cookies as a bread equivalent at breakfast, lunch, or supper. However, you may serve cookies as a bread alternate in the snack if the primary ingredient is a whole-grain or enriched flour or meal and the minimum weight of a

## Description of Food Components

serving is 1-1/4 ounces (35 grams). USDA recommends that cookies be served as part of a snack no more than twice a week.

### Other Foods

You may serve other foods that are not a part of the meal pattern requirements at all meals for a variety of reasons: to improve acceptability; satisfy the children's appetites; and, if chosen wisely, to increase the nutritional quality of the meal. For example, baked products made from enriched flour supply iron and B vitamins. You may include desserts at lunch and supper as needed to help round out the meal. If desserts are offered, those made from milk furnish calcium along with other nutrients. Use lowfat milk products frequently. A serving of butter or fortified margarine is not required. You may use some butter or fortified margarine as a spread or in preparing the food to provide additional calories and vitamin A and to enhance flavor and acceptability. However, be moderate in using added fat.

### Points to Remember

Remember the following points when you plan menus to meet meal requirements. To fill requirements for:

### Meat and Meat Alternates:

\*You may use cheese and meat in combination (1 ounce of cheese and 1 ounce of meat) to fill the meat requirement.

\*You can also serve 2 tablespoons of peanut butter and 1 ounce of either meat or cheese. You may serve the peanut butter with soda crackers, graham crackers, or on whole wheat or enriched white bread. You can also meet the bread requirement when you serve peanut butter on 3 soda crackers (2-3/8" x 2-1/8" x 1/4"), on 3 graham crackers, or on at least 1 slice of bread.

### Vegetables and Fruits:

\*You may credit full-strength juices as part of the vegetable fruit requirement. Juice drinks with at least 50 percent full-strength juice are allowed but their use is discouraged because children must be served double the volume of these drinks in order to meet program requirements.

\*You cannot use fruit-flavored drinks and punches to meet any part of the vegetable/fruit requirements since they are not full-strength juices. Most juice drinks contain less than 50 percent full-strength juice and cannot be used to meet the vegetable/fruit requirement.

\*You cannot use juice for the snack when milk is the only other component.

\*You cannot serve sirup from canned fruit separately and count it as fruit juice.

\*You may use 2 fruits or 2 vegetables to meet the vegetable/fruit requirement, but they must be two different kinds--such as apples with oranges, plums with bananas, tomatoes with green beans, or potatoes with carrots.

## Description of Food Components

\*You cannot serve two forms of the same vegetable or fruit (such as a whole orange and orange juice) in the same meal and count them as meeting the three-fourths cup vegetable/fruit requirement. You must serve a variety of vegetables and fruits to ensure a nutritionally well-balanced meal.

\*You cannot credit small amounts (less than 1/8 cup) of onions, pickles, and other extras used as garnishes or for appeal toward the vegetable/fruit component.

\*You cannot count potato chips and sticks, catsup, jams, and jellies as vegetables or fruits. You may serve them only to add appeal to menus.

### Bread and Bread Alternates:

\*You must use whole-grain or enriched breads and bread alternates to meet requirements. Read labels on commercial products.

\*You may count enriched or whole-grain macaroni products, noodles, corn grits, and rice toward meeting the bread requirement.

\*You cannot count foods such as cake and pie crust, which are customarily served as dessert items, toward meeting the bread requirement.

\*You cannot meet the bread requirement with snack foods such as popcorn, hard pretzels, corn chips, and other extruded or shaped items made from grain.

\*You may not use cookies for the bread requirement at breakfast, lunch, or supper.

\*You cannot count doughnuts toward the bread requirement at lunch, supper, or snacks.

# Meal Planning

## Planning

Menus for the Summer Food Service Program must include the kinds and amounts of foods required by the regulations. See meal requirements on pp. 6-9. Creative menu planning calls for originality and imagination. The menu should incorporate foods from the children's ethnic and cultural backgrounds and should include other foods that are usually acceptable to children.

\*Plan special menus for national holidays, birthdays, and other special days.

\*Plan to use foods in season. Most fresh fruits and vegetables are plentiful during summer months and may be more economical to serve. Also, use those foods designated as "plentiful" by USDA as often as possible. To find out which foods are designated as plentiful, check with your administering agency.

\*Plan menus to use any foods donated by USDA for the program.

\*Try to keep sugar, fat, and salt at a moderate level in planning menus. (See the newly revised Appendix III of the Menu Planning Guide for School Food Service (PA-1260) issued by USDA May 1980. This Guide is for sale from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402)

\*Plan meals that can be prepared with the staff, facilities, and equipment available.

## Situations to Avoid in Menu Planning

A good menu planner will avoid the following:

\*Serving the same food on consecutive days; for example ground beef in meatloaf on Monday and in "Sloppy Joes" on Tuesday.

\*Preparing two foods the same way in the same meal such as creamed chicken and creamed vegetables.

\*Preparing foods the same way each time they are served.

## Steps Involved in Menu Planning

Good menu planning goes beyond listing specific foods to be included daily. Recipes, food costs, facilities, and personnel must be carefully considered in the planning process. Here are the basic steps involved in menu planning:

1. Select specific recipes for preparing the menu items and determine the serving size. Estimate the number of meals to prepare and adjust the recipes to provide the number of servings you need.
2. Calculate the amount of food you require for the total number of meals you will serve.

## Sample Menus

3. Estimate the total food cost of each menu item.
4. Calculate how much it costs to serve the foods as a single menu item or in a recipe. Compare the estimated cost of the menu with the food budget. If this cost is too high for the food budget, replace some of the foods in the menu with less expensive ones.
5. Based on the estimated amounts of foods needed to prepare the menus, determine the quantities of food you have on hand in your storeroom and then decide which foods you need to purchase.
6. Schedule production time and develop work schedules. Menus should be planned in advance--2 weeks to a month ahead of the time you will actually serve them. Advance planning is important as a basis for food purchasing, cost control, and food preparation scheduling. Record menus on a worksheet designed for that purpose and suited to individual needs. The quantity production records can be kept on the same worksheet. (See pp. 43-45, sample production records.)

### Cycle Menus

Cycle menus can provide good management control and savings in time and money. A cycle of menus is a series of carefully planned menus that are used and repeated in the same order for a definite number of days. The cycle does not always have to begin on the first day of the week and the same menus should not be served on the same day each week.

### Sample Menus

#### Introduction to Sample Menu Cycle for Onsite Preparation

The sample cycle menus include the required components and the specified serving sizes for 10- to 12 year-old children. These menus include a variety of foods that are rich in vitamin A and C and iron. The milk--skim, lowfat, or whole--is listed as "milk" on the menus. Regional, State, and local people can select the milk most appropriate for their participants.

The following 11-day menu cycle is one meant to serve only as a sample. It suggests a variety of meals that meet USDA meal pattern requirements. You may substitute for any of the meals in this cycle, rearrange the order, or substitute for specific items within a meal, provided that each new meal meets all USDA meal pattern requirements.

# Sample Menus

## SAMPLE MENU CYCLE FOR ONSITE PREPARATION (11 Days)

	<u>Breakfast</u>	<u>Snack</u>	<u>Lunch/Supper</u>
Menu 1	Cantaloupe (1/4 melon-1/2 cup) Whole Wheat Toast (1 slice) Milk (1/2 pint) *Scrambled Egg	Raisin Bread (1 slice) Milk (1/2 pint)	Hoagie Sandwich (Ham 1-ounce, Cheese-1 ounce, Lettuce/Tomato-1/4 cup, Roll-1) Orange (1 medium, - 1/2 cup) Milk (1/2 pint)
Menu 2	Banana (1 small-1/2 cup) Roll (1) Milk (1/2 pint)	Orange Juice (1/2 cup) Raisins (1/4 cup) Cheese Toast (1 slice bread)	Oven-fried Chicken (cooked edible poultry-2 ounces) Mashed Potatoes (1/2 cup) Green Peas & Carrots (1/4 cup) Biscuit (1) Milk (1/2 pint)
Menu 3	Peach Halves (1/2 cup) Corn Grits (1/2 cup) Milk (1/2 pint) *Cheese Wedge	Pineapple Juice (3/4 cup) Bran Muffin (1)	Hamburger on Bun (Cooked meat-2 ounces Bun-1) French Fries (1/2 cup) Lettuce, Tomatoes (1/4 cup) Milk (1/2 pint)
Menu 4	Tomato Juice (1/2 cup) Cornmeal Roll (1) Milk (1/2 pint)	Peanut Butter (2 tablespoons) Milk (1/2 pint) Soda Crackers	Bean Tacos (1) (Beans-1/4 cup, Cheese-1 ounce Taco shell-1) Shredded Lettuce- (1/4 cup) Peach (1 medium-1/2 cup) Milk (1/2 pint) Spanish Rice (1/4 cup)
Menu 5	Grape Juice (1/2 cup) Wheat Toast (1 slice) Milk (1/2 pint) *Peanut Butter	Puffed Rice (3/4 cup) Milk (1/2 pint)	Sliced Turkey on Roll (Turkey-2 oz, Bun-1) Corn w/green peppers (1/4 cup) Apple, (1/2 medium-1/2 cup) Milk (1/2 pint)

\*Additional food, not required to meet the meal pattern

# Sample Menus

	<u>Breakfast</u>	<u>Snack</u>	<u>Lunch/Supper</u>
Menu 6	Applesauce (1/2 cup) English Muffin (1) Milk (1/2 pint)	Orange Juice (3/4 cup) Rye Wafers (4 whole-grain) *Cheese Slice	Frankfurter on Roll (Frank-2 oz, Roll-1) Baked Beans (1/2 cup) Seedless Grapes (1/4 cup) Milk (1/2 pint)
Menu 7	Pineapple Juice (1/2 cup) Toast (1 slice) Milk (1/2 pint) *Scrambled Egg	Bluberry Muffin (1) Milk (1/2 pint)	Pizza (Cooked meat/ Cheese-2 ounces Crust - 1.1 ounces) Celery/Carrots (1/4 cup) Plums-2 (1/2 cup) Milk (1/2 pint)
Menu 8	Orange Juice (1/2 cup) Hot Oatmeal (1/2 cup) Milk (1/2 pint)	Cinnamon Toast (1 slice) Milk (1/2 pint)	Chili (Cooked meat-2 ounces) Coleslaw/Carrots (1/4 cup) Watermelon Wedge (1/2 cup) Boiled Rice (1/2 cup) Milk (1/2 pint)
Menu 9	Applesauce (1/2 cup) French Toast (1 slice bread) Milk (1/2 pint)	Grapefruit- Orange Juice (3/4 cup) Graham Crackers (3 squares, 2-1/2 in)	Grilled Cheese/Tomato Sandwich (Cheese-2 ounces Tomato, 1 slice-1/8 cup Bread-2 slices) Green Pepper Ring (1/8 cup) Banana (1/2 cup) Milk (1/2 pint)
Menu 10	Orange (1 medium- 1/2 cup) Whole Wheat Toast (1 slice) Milk (1/2 pint)	Apple Juice (3/4 cup) Bread (1 slice) *Peanut Butter	Fish sticks (4 sticks-2 ounces cooked fish) Mashed Potatoes/parsley (1/2 cup) Carrot/Raisin Salad (1/4 cup) Cornbread Square (1) Milk (1/2 pint)
Menu 11	Apple Juice (1/2 cup) Cornflakes (3/4 cup) Milk (1/2 pint)	Raisin Toast (1 slice) Milk (1/2 pint)	Meatballs/Spaghetti (Cooked Meat-2 ounces Spaghetti-1/4 cup) Tossed Green Salad (1/4 cup) Peach (1 medium-1/2 cup) Italian Bread (1/2 slice) Milk (1/2 pint)

\*Additional food, not required to meet the meal pattern

## Sample Menus

### Evaluating Menus

Careful, systematic planning of the menu--well in advance--is a key to good management. You may find the following checklist helpful for evaluating menus before you prepare them.

<u>Checklist for Evaluating Menus</u>	Yes	No
1. Have you included all required components of the meal?	—	—
2. Are serving sizes sufficient for the ages of the children?	—	—
3. Have you included other foods to satisfy the appetites and to help meet the nutritional needs of the children?	—	—
4. Are the combinations of foods pleasing and acceptable to children?	—	—
5. Do meals include a good balance of color, texture, shape, flavor, and temperature?	—	—
6. Are foods high in vitamin A, vitamin C, and iron offered frequently?	—	—
7. Have you considered the children's cultural and ethnic backgrounds?	—	—
8. Have you varied foods from day to day and week to week?	—	—
9. Have you included different kinds of foods (fresh, frozen, canned, dried)?	—	—
10. Have you included seasonal foods?	—	—

## Food Purchasing

**Introduction** Getting the most for the food dollar takes careful planning and buying experience. Careful use of food buying power will not only help control your food costs but will also reduce waste and help upgrade the quality of meals.

Success in food buying depends on getting good quality foods in the proper quantities at the best possible prices. The proper quantities of food to buy depends on the number of children eating at the site, the menus and recipes you use, the amount and kind of storage space available, inventory on hand, perishability of the food, and the length of time the order covers. In addition to this handbook you may also wish to consult the Food Buying Guide for School Food Service (PA-1257). It provides additional information about purchasing food for a USDA food program. This Guide is available from the Superintendent of Documents. (See page 21)

**Where to Buy Food** In deciding where to buy foods, you should do the following things:

- \* Check the food companies (suppliers) in the area to decide which ones offer foods that are used frequently, which ones offer the services you require (prompt and frequent delivery, credit, discounts), and which ones offer quality food at a reasonable price.
- \* Buy from suppliers who provide the best quality food at the most reasonable prices.
- \* Follow a strict code of business ethics when you purchase foods for the program. Know what the food suppliers expect, and let them know what you expect of them.

**What to Buy** How you use the food determines both the form and quality that you should buy. You need to consider the product's style, size, count, container, and packing medium. The label describes the product. You should inspect the product before you purchase it and when it is delivered. Whenever possible, you should purchase foods that are federally graded.

Here are some additional tips to help you decide what to buy:

- \* Buy federally inspected meats and poultry.
- \* Purchase only pasteurized Grade A milk and milk products.
- \* Purchase federally inspected seafoods whenever possible.
- \* Purchase bread and bread products that are properly wrapped or kept in paper-lined containers with covers to keep them fresh and wholesome.

## Food Purchasing

- \* Purchase frozen foods that have been kept frozen solid. Do not accept delivery of frozen foods that are, or have been, thawed or partially thawed.
- \* Purchase perishable foods that have been kept under refrigeration.

### Specifications

You should provide the supplier with clear specifications for each food item ordered. Once the supplier delivers the order, you need to check to see that the food meets the specifications and is in good condition.

### How Much to Buy

The first step in purchasing is to plan the menus and, secondly, determine the recipes you will use. After you decide which recipes to use, you can calculate the quantities of food you need to serve the children who eat at the site. The menus and recipes must be checked to determine that the meal patterns have been met. Then you can compile the "grocery list" of foods and quantities you will need to buy. Check your inventory to determine what is on hand and subtract that from the list of food to purchase.

Consider the number of servings per pound or per can each time you purchase in order to get the total quantity needed. You must keep in mind, however, the size of the storage facilities and buy only the quantities of food that you can store properly. Buy only the products you need in the quantities necessary to fulfill your site's requirement.

The publication Food Buying Guide for School Food Service (PA-1257) has been especially designed to help determine quantities of food to purchase for preparing meals for 10- to 12-year-old children. This publication and Food Purchasing Pointers for School Food Service (PA-1160), will help you purchase food for the summer program. They are for sale from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

### How to Use the Food Buying Guide

Use the Food Buying Guide in the following way to determine how much food to buy: (See examples below)

1. Determine the serving size and the total number of servings needed for each food item.
2. Meat, poultry, fish or cheese: Multiply the number of servings times the serving size (in ounces) to get total ounces needed.

# Food Purchasing

Vegetables and fruits: The Food Buying Guide lists amounts to buy based on 1/4-cup servings. Therefore, to calculate the amount to purchase, convert your serving size to the number of 1/4-cup servings. This is done by dividing the serving size by 1/4 and then multiplying the result by the number of servings to get the total number of 1/4-cup servings needed.

3. Divide amount needed (total ounces of meat or total number of 1/4-cup servings of the vegetable or fruit) by the number of servings per purchase unit (from column 3 of the Food Buying Guide for the food you want to use).

Example A: Regular Crinkle Cut French Fries

1. Serving size: 1/2 cup  
Number of servings: 195
2. Calculate the number of 1/4-cup servings:  
 $1/2 \div 1/4 = 2 \times 195 = 390$  - 1/4-cup servings
3. Amount needed (number of 1/4-cup servings) 390  
Servings per purchase unit\* = 14.70\* = 26.53  
or 27 pounds

\*Servings per pound -- column 3, page 79 of the Food Buying Guide

Example B: Carrot Sticks

1. Serving size: 1/4 cup  
Number of servings: 195
2. No conversion is needed because the serving size is 1/4 cup.
3. Amount needed (number of 1/4 cup servings) 195  
Servings per purchase unit\* = 10.30\* = 18.93  
or 19 pounds.

\*Servings per pound -- column 3, page 61 of the Food Buying Guide

Example C: Ground Beef, market style

1. Serving size: 2 ounces  
Number of servings: 195
2. Number of servings x serving size = total ounces needed  
 $195 \text{ servings} \times 2 \text{ ounces} = 390 \text{ ounces}$
3. Amount needed (total ounces) = 390 = 34.82 or 35 pounds  
Servings per purchase unit\* 11.20\*

\*One-ounce servings per pound -- column 3, page 21 of the Food Buying Guide

## Food Storage

When to Buy	<p>The following guidelines can help you decide when to buy each type of food. You should buy bread, milk, and produce every day or every 2 days if storage equipment is sufficient. You should buy perishable foods, such as meat, fish, poultry, and frozen food, in accordance with storage space. One or two deliveries a week may be adequate for these perishable foods. You may buy canned foods and staples monthly or twice a month, depending on storage space.</p>
Records	<p>To keep accurate records, you should record the date you order the food, the name of the supplier, the date you receive the food, its condition on arrival, the price paid, and when and how much you used. These records can be helpful in planning future purchases and menus. Records on the cost of the food you used will be very important in filing your claim for reimbursement.</p>
Storage Facilities	<p>Good storage facilities--both dry and refrigerated--help keep food safe, wholesome, and appetizing. Food products must be in excellent condition when they arrive at the receiving area. They must be maintained in that condition and kept that way as you prepare and serve them. Sponsors that accept USDA-donated foods also accept the responsibility to handle and store them correctly. Failure to do so may result in either withholding further donations or requiring restitution for foods that are lost or spoiled. You must use preventative measures to control food losses through deterioration and infestation by insects and rodents.</p>
Guidelines for Proper Storage	<p>Guidelines for proper storage of food include:</p> <ul style="list-style-type: none"> <li>* Examining all food upon delivery to be sure it is not spoiled, dirty or infested with insects. Do not accept or use bulged or unlabeled cans. Do not accept frozen foods that have started to thaw.</li> <li>* Storing all food off the floor on clean racks, dollies, or other clean surfaces. Pallets and dollies should be at least 6 inches off the floor to permit cleaning under them.</li> <li>* Storing food at proper temperatures immediately upon delivery (0 degrees Fahrenheit or below for freezer storage, 36 to 45 degrees Fahrenheit for refrigerated storage, and 50 to 70 degrees Fahrenheit for dry storage).</li> <li>* Keeping storage rooms clean, sanitary, and free from rodent infestation.</li> <li>* Protecting foods such as flour, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing them in tightly covered containers.</li> <li>* Using food on a "first in, first out" basis. Store foods so older supplies will be used first.</li> </ul>

# Food Preparation

## Inventory Record

A sample inventory form is provided in the reference section of this handbook. Use this form as a guide for determining the value of foods used during a reporting period. This may be obtained by taking a physical count of foods on hand (closing inventory), obtaining the value of these foods from invoices, and calculating the total value of food on hand. Quantity on hand x Unit cost = Total value of food on hand.

You should inventory and list any stock you have on hand at the beginning of program operations as "beginning inventory." Beginning inventory of a given period is the same as the ending inventory of the preceding period. "Cost of food used" is, in its simplest form, beginning inventory plus food received, less ending inventory. The dollar value of food received is obtained from the receipts or invoices for the reporting period. You must report the cost of food you used, not the cost of all the food you purchased.

## Unused Food

Food purchased but not used for the program cannot be claimed for reimbursement. Careful planning and ordering, especially toward the close of program operations, is essential. You should contact the agency distributing the commodities to properly dispose of unused commodities when the program closes.

## Food Preparation

### Amounts To Prepare

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage, but also on preparation. Your first concern, as a sponsor preparing food, is to determine how much food to prepare. This is done by examining the menu (which shows the kinds of foods to prepare and the serving size of each), determining the total number of children you will serve, using standardized recipes whenever possible, and becoming familiar with food yields (the number of servings you can obtain from a purchase unit). Charts in the back of this section provide information on serving size, yield of serving, and yield of selected foods.

If you prepare food at the site, you should maintain daily food production records to document the types and quantities of food prepared to meet USDA requirements for the number of meals claimed for reimbursement. This handbook includes a sample worksheet for this purpose and instructions for its use.

### Tips for Food Preparation

\* Trim fresh fruits and vegetables carefully to conserve nutritive value. Remove damaged leaves, bruised spots, peels, and inedible parts. You lose nutrients when food tissues are bruised. To avoid bruising, use a sharp blade when trimming, cutting, or shredding.

\* Cook vegetables in small batches. Cook vegetables in just enough water to prevent scorching and only until they are tender.

## Standardized Recipes

- \* Cook root and tuber vegetables in their skins to help retain their nutritive value.
- \* Serve the liquid from cans, or use it in gravies, soups, gelatin, and the like to get the fullest nutritive value from canned fruits and vegetables.
- \* Cook meat, fish, and poultry according to the cut or type that you purchased. The less expensive cuts and grades of lean meat contain as much food value as the higher priced ones. The cheaper cuts require greater skill in cooking and seasoning in order to be acceptable.
- \* When you roast meat and poultry, skim the fat from the drippings and use the natural juices to make gravies. When you stew meat, skim the fat from the broth and use the broth in soups. This will save some of the nutrients that you otherwise would lose during cooking.
- \* Trim visible fat from meats and meat products.
- \* Avoid cooking cereals and cereal grains in too much water. You waste valuable nutrients when you drain off the cooking water and rinse the cereals or cereal grains.
- \* Use seasonings sparingly. Do not let your personal taste influence you in seasoning foods.
- \* Follow standardized recipes exactly. Measure and weigh ingredients precisely and follow procedures carefully. This includes using equipment, time, and temperature for cooking as specified in the recipe. Undercooked food is unpalatable and overcooked food is unappealing and wastes valuable nutrients.

### Standardized Recipes

#### Standardized Recipes

In these days of rising costs, it is important that sponsors stay within their budgetary constraints. Standardized recipes are a management tool that will help you control food and labor costs and provide a quality product.

A standardized recipe specifically describes the amounts and kinds of ingredients and the method of preparation needed to consistently produce a high-quality product.

The recipes should be tailored to your program to meet meal requirements and to provide food that the participants will eat and enjoy.

Select safe, wholesome ingredients and determine the proper storage and handling of these ingredients from the time they are delivered through preparation, cooking, and serving. Proper use and maintenance of equipment also influences the production of high-quality foods.

## Standardized Recipes

Sources for Recipes	<p>Standardized quantity recipes may be available from State agencies, industry, and reliable cookbooks.</p> <p>Industry distributes standardized recipes that provide a given number of servings of a definite quantity. You should prepare and test recipes to determine their acceptability and their contributions to the meal pattern requirements before incorporating them into your collection of standardized recipes.</p> <p>Reliable quantity cookbooks used as textbooks or guides provide menus and information for buying, cooking, and serving foods to various types and sizes of groups. Check these cookbooks carefully to determine the contribution of their menus to the required meal pattern.</p>
Description	<p>Standardized recipes are made up of two major parts: 1) list of ingredients, and 2) detailed instructions for preparation. The recipe information should include:</p> <p><u>Identification:</u> List the name of each recipe; recipe type (entree, bread, etc); card number; contribution(s), if any to the component(s) of the meal pattern requirements.</p> <p><u>Weights and Measures:</u> The quantity of each ingredient is listed both in weights and volume measures in most recipes.</p> <p><u>Directions:</u> List the procedures to follow in preparing the recipes, including simple directions for mixing, the number and size of pans, the cooking temperature and time, and directions for serving.</p> <p><u>Serving:</u> List the total yield in number of servings or in total volume.</p>

# Standardized Recipes

Steps to Take	<p>To properly use standardized recipes, follow these steps:</p> <ol style="list-style-type: none"> <li>1. Read the entire recipe carefully and follow directions exactly.</li> <li>2. Adjust the food quantities in the recipe to provide the number of servings you require.</li> <li>3. Determine the amount of food you need for preparing the recipe. (Refer to page 21 <u>How to Use the Food Buying Guide</u>)</li> <li>4. Assemble the necessary utensils, tools, and ingredients.</li> <li>5. Weigh and measure ingredients accurately. Weigh ingredients whenever possible since weighing is more accurate. If you must measure ingredients, use standard measuring equipment.</li> <li>6. Follow directions carefully for combining ingredients and cooking the product.</li> </ol>	
Abbreviations Used in Recipes	AP----as purchased EP----edible portion Cyl---cylinder pkg---package tsp---teaspoon Tbsp---tablespoon 1b---pound pt---pint	qt----quart gal---gallon oz----ounce fl. oz.-fluid ounce No----number wt----weight incl---including excl---excluding
Equivalent Measures	1 tablespoon = 3 teaspoons 1/8 cup = 2 tablespoons or 1 fluid ounce 1/4 cup = 4 tablespoons 1/3 cup = 5-1/3 tablespoons 3/8 cup = 6 tablespoons 1/2 cup = 8 tablespoons 2/3 cup = 10-2/3 tablespoons 3/4 cup = 12 tablespoons	1 cup = 16 tablespoons 1/2 pint = 1 cup or 8 fluid ounces 1 pint = 2 cups 1 quart = 2 pints 1 gallon = 4 quarts 1 peck = 8 quarts (dry) 1 bushel = 4 pecks 1 pound = 16 ounces
Meal Service	<p><b>Meal Service</b></p>	
Portion Control	<p>To be reimbursed under the program you must serve each meal as a unit, whether food is served cafeteria or family style. This means that each meal must contain all of the required food items in the proper amounts. Serving utensils that measure foods while they are being served are useful in meeting these requirements (for instance, a #16 scoop makes a 1/4-cup serving). In addition, food service personnel should be trained to recognize proper portion sizes. As a guide in portioning servings, you can use a sample plate containing the proper amounts of food in an appealing arrangement. You can use the sample not only as a training-tool but also as a visual reminder to the staff on the serving line.</p>	

# Meal Service

## Measures for Portion Control

Scoops, ladles, and serving spoons of standard sizes provide dependable measures and help serve food quickly.

### SCOOOPS

The number of the scoop indicates the number of scoopfuls required to make 1 quart. The following table shows the level measure of each scoop in cups or tablespoons:

Scoop No.	Level measure
6	2/3 cup
8	1/2 cup
10	2/5 cup
12	1/3 cup
16	1/4 cup
20	3-1/5 tablespoons
24	2-2/3 tablespoons
30	2-1/5 tablespoons
40	1-3/5 tablespoons

You may use scoops for portioning such foods as drop cookies, muffins, meat patties, and some vegetables and salads.

### LADLES

You may use ladles to serve soups, stews, creamed dishes, sauces, gravies, and other similar products.

The following sizes of ladles are most frequently used for serving meals.

1/4 cup	3/4 cup
1/2 cup	1 cup

### SERVING SPOON

You may use a serving spoon (solid or perforated) instead of a scoop. Since these spoons are not identified by number, you must measure or weigh the quantity of food from the various sizes of spoons you use in order to obtain the approximate serving size you need. You may want to keep a list of the amount of food each size spoon holds as an aide for the staff serving serving the food.

## Family-Style Service

Family-style service presents unique problems that require special training for site personnel. Site and sponsor personnel must carefully monitor family-style service to ensure that the meals served meet program requirements and that serving personnel receive the necessary followup training. It is especially important in family-style service to provide appropriate serving tools that allow for the proper portioning of food while minimizing manual contact with food.

## Cleanup

Serving Guidelines	<p>Even when food is ready to serve, food service personnel must continue their efforts to retain food quality and avoid food contamination. In summary, remember the following points:</p> <ul style="list-style-type: none"> <li>* Maintain foods at correct temperatures before and during service. Hot foods must be hot and cold foods must be cold until they are served.</li> <li>* Use suitable utensils to reduce manual contact. Plastic gloves must be used when you serve food by hand.</li> <li>* Serve meals as a unit with only one meal served per child.</li> <li>* Keep an accurate count of the number of children and adults you serve.</li> </ul>
Cleanup	<p><b>Cleanup</b></p> <p>Give careful attention to cleaning up following food preparation and service. If you use disposable ware (dishes, trays, utensils, glasses, etc.) you need to promptly and carefully remove the disposables from the site. However, if you use permanent ware, you must make sure to sanitize them.</p>
Dishwashing	<p>Whether washing dishes by hand or by machine, the procedures are the same. They include, as a minimum, the following:</p> <ul style="list-style-type: none"> <li>* Scraping and pre-rinsing before washing.</li> <li>* Washing in hot water (100 degrees to 120 degrees Fahrenheit if washing by hand; 140 degrees Fahrenheit if washing by machine).</li> <li>* Rinsing with clear, hot water.</li> <li>* Sanitizing with a final rinse of at least 180 degrees Fahrenheit or a final rinse containing a chemical sanitizing agent.</li> <li>* Air drying on a clean dish table.</li> <li>* Storing in a clean area, protected from contamination.</li> </ul>
Cleaning Schedule	<p>In addition to the cleanup of disposable or permanent ware, you must properly clean and sanitize food service facilities (equipment, floors, etc.). A cleaning schedule should be part of the overall work schedule to assure that the site is cleaned regularly.</p>

# Sanitation and Safety

## Sanitation

Sanitation is one of the most important aspects of good food service. Food workers can help prevent food contamination and can keep harmful bacteria out of food by:

- \* Washing hands thoroughly with soap and water before handling food or utensils. Repeat after each visit to the restroom.
- \* Meeting health standards set by State and local health authorities.
- \* Not allowing food service workers with cuts, sores, colds, or other communicable diseases to prepare or serve food.
- \* Washing hands, utensils, and work surfaces thoroughly after contact with raw eggs, fish, meats, and poultry.
- \* Wearing clean uniforms and hair restraints.
- \* Properly cleaning and sanitizing eating and cooking utensils and equipment.
- \* Not touching the surfaces of eating utensils and dishes.
- \* Thoroughly washing all raw fruits and vegetables before cooking or serving.
- \* Properly cooking meat such as pork, poultry, foods containing eggs, and stuffings.
- \* Preparing sandwiches and salads containing mayonnaise or eggs from chilled ingredients with a minimum of manual contact.
- \* Using shallow pans for heating or cooking food so it will heat or cool quickly.
- \* Keeping hot food hot at a temperature above 140 degrees Fahrenheit until served.
- \* Keeping cold foods refrigerated at 45 degrees Fahrenheit or lower until served.
- \* Thawing poultry and meat in refrigerator for 24 hours before needed, using within 24 hours after thawing, and not refreezing thawed foods.
- \* Remembering that you cannot always determine food spoilage by sight, taste, odor, or smell. If there is any doubt, throw the food away.

## Sanitation and Safety

### Safety

- \* Having garbage cans emptied daily. They should be kept tightly covered and thoroughly clean. Use plastic or paper liners.
- \* Wiping up spilled food immediately.
- \* Following instructions carefully for safely using all equipment.
- \* Keeping a fire extinguisher and first-aid kit handy and instructing all personnel in their use.

# References: Good Sources of Vitamins A and C

## Sources of Vitamin A

VEGETABLES	FRUITS
Asparagus, green	Apricots
Broccoli	Cantaloupe
Carrots	Cherries, red sour
Collard greens	Nectarines
Kale	Peaches (except canned)
Mixed vegetables (frozen)	Plums, purple (canned)
Peas and carrots	Prunes
Peppers, chili	
Peppers, sweet red	
Pumpkin	
Spinach	
Squash, winter	
Sweetpotatoes	
Tomatoes	
Tomato juice, paste, or puree	
Turnip greens	
Vegetable juices	

## Sources of Vitamin C

VEGETABLES	FRUITS
Asparagus	Cantaloupe
Broccoli	Grapefruit
Brussels sprouts	Grapefruit juice
Cabbage	Grapefruit-Orange Juice
Cauliflower	Honeydew melon
Collard greens	Oranges
Kale	Orange Juice
Okra	Pineapple Juice
Peppers, chili	(vitamin C restored)
Peppers, sweet	Raspberries, red
Potatoes, white	Strawberries
Spinach	Tangelos
Sweetpotatoes	Tangerines
Rutabagas	
Tomatoes	
Tomato juice, paste, or puree	
Turnip greens	
Turnips	

# Good Sources of Iron Allowable Juices

## Good Sources of Iron

VEGETABLES	FRUITS	MEAT AND MEAT ALTERNATES
Asparagus (canned)	Apricots (canned)	Dry beans and peas
Beans-green, wax, lima (canned)	Cherries (canned)	Eggs
Bean sprouts	Dried fruits: apples	Meats in general, especially liver and other organ meats
Beets (canned)	apricots	Peanut butter
Broccoli	dates	Shellfish
Brussels sprouts	figs	Turkey
Dark green leafy vegetables: beet greens, chard, collard greens, kale, mustard greens, spinach, turnip greens	peaches	
Parsnips	prunes	
Peas, green	raisins	
Potatoes (canned)	Grapes (canned)	<u>Bread and Bread Alternates</u>
Sauerkraut (canned)		Whole-grain, enriched or fortifed bread or bread alternates
Squash, winter		
Sweetpotatoes		
Tomatoes (canned)		
Tomato juice, paste, puree or sauce		
Vegetable juice (canned)		

## Full Strength Juices

The following is a list of full-strength fruit and vegetable juices that may be served in the Summer Food Service Program:

Apple	Pineapple
Grape	Prune
Grapefruit	Tangerine
Grapefruit-Orange	Tomato
Orange	

Any blend or combination of the above juices would also be acceptable.

# Bread and Bread Alternates

## ALLOWABLE BREAD AND BREAD ALTERNATES

The following listing of bread and bread alternates is divided into four groups. All the items in the four groups have approximately the same nutrient content. All breads and bread alternates must be whole-grain or enriched. Items within each group have approximately the same total solid content and grain content. The minimum weights given for each group are based on the grain content of the product only (exclusive of fillings, toppings, etc.). Children younger than 6 years should receive one-half of the serving sizes listed below.

Note: The minimum weights of the serving sizes listed below are for bread products as generally available on the commercial market. However, a serving need only weigh the minimum weight for the appropriate group if other sizes are available, or if the sponsor writes its specifications or make its own bread products.

### Group A

Group A lists breads, rolls, and quick breads containing approximately 35 percent moisture. A serving of an item in group A must weigh at least 25 grams (0.9 ounce).

ITEM	SERVING SIZE	WEIGHT (Grams)	WEIGHT (Ounces)
Bagels	1	57	2.0
Biscuits	1	28	1.0
Boston brown bread	1	28	1.0
Buns (all types)	1	28	1.0
Cornbread (2 in x 2 in)	1	38	1.3
Doughnuts (breakfast only)	1	32	1.1
English Muffins	1	40	1.4
French, Vienna, or Italian bread	1	28	1.0
"Fry" bread	1	32	1.1
Muffins	1	38	1.3
Pretzels, Dutch (soft)	2	32	1.2
Pumpernickel	1	28	1.0
Raisin Bread	1	25	0.9
Rolls	1	28	1.0
Rye Bread	1	25	0.9
Stuffing (bread portion weighs 25 grams or 0.9 ounce)	about 1/3 cup	46	1.6
Syrian bread (flat)	1	25	0.9
White bread	1	25	0.9
Whole wheat bread	1	25	0.9

# Bread and Bread Alternates

## Group B

Group B lists crackers and low-moisture items containing approximately 10 percent moisture. A serving must weigh at least 20 grams (0.7 ounce).

	<u>Serving Size</u>	<u>Weight</u>	
		<u>(Grams)</u>	<u>(Ounces)</u>
Bread sticks, dry, (7-3/4 inches long)	4	20	0.7
Graham crackers (2-1/2-inch squares)	3	21	0.7
Melba toast	5	20	0.7
"Pilot" bread	2	32	1.2
Rye Wafers (whole-grain)	4	24	0.8
Saltine Crackers (1-7/8 in x 1-7/8 in x 1/8 in)	8	22	0.8
Soda crackers (2-3/8 in x 2-1/8 in x 1/4 in)	3	20	0.7
Taco shells	2	20	0.7
Zwieback	3	21	0.7

Note: You may serve cookies as a bread alternate in the snack if the primary ingredient is a whole-grain enriched flour or meal and the minimum weight of a serving is 1-1/4 ounces (35 grams). USDA recommends that cookies as a bread be served as part of a snack no more than twice a week. You cannot serve cookies as a bread alternate at breakfast, lunch, or supper.

## Group C

Group C lists miscellaneous items that contain approximately 50 percent moisture. A serving must weigh at least 30 grams (1.1 ounces).

	<u>Serving Size</u>	<u>Weight</u>	
		<u>(Grams)</u>	<u>(ounces)</u>
Dumplings	1	45	1.6
Hush puppies	1	30	1.1
Meat/meat alternate pie crust	1	30	1.1
Meat/meat alternate turnover crust	1	30	1.6
Pancake	1	50	1.8
Pizza Crust	1	30	1.1
Popovers	1	50	1.8
Sopapillas	1	30	1.1
Spoonbread	1	44	1.6
Tortillas	2	30	1.1
Waffles	1	30	1.1

# Bread and Bread Alternates

## Group D

Group D lists pasta, rice and other cereal grains. A serving of an item in group D is 1/2 cup of the cooked product, except for ready-to-eat cereal (breakfast or snack only). The serving size for ready-to-eat cereal is 3/4 cup or 1 ounce, whichever is less.

	SERVING SIZE
Bulgur (cracked wheat), corn grits, or rice, cooked	1/2 cup
Macaroni, Noodles, Spaghetti, cooked	1/2 cup
Ready-to-eat Cereal (breakfast or snack only)	3/4 cup or 1 ounce
Rolled Oats or Rolled Wheat, cooked (breakfast or snack only)	1/2 cup

Note: To determine the dry weight quantities of pasta products (noodles, macaroni, spaghetti), rice, and other cereals and cereal grains (bulgur, corn grits, rolled oats, rolled wheat) needed to provide a 1/2 cup cooked serving, refer to pages 99 to 103 of the Food Buying Guide for School Food Service (Program Aid No. 1257). This publication lists information on the number of 1/2-cup cooked servings obtained per purchase unit (1 pound dry weight) and the number of purchase units (pounds) needed per 100 1/2-cup cooked servings.

# Onsite Food Inventory Record

Name of Site West Liberty Community Center  
 Inventory period July Beginning inventory 130.00

Food Item	Purchase unit (i.e., Lbs, cans, cases, etc.)	Unit* cost	(X) Quantity on hand	(=) Value of food on hand
Beans	# 10 can	1.59	6	\$ 9.54
Corn	# 10 can	.80	18	14.40
Peas, green	# 10 can	.70	10	7.00
Potato flakes	# 10 can	1.35	8	10.80
Sauerkraut	# 10 can	.60	4	2.40
Tomatoes	# 10 can	.80	6	4.80
Tomato paste	# 10 can	1.20	2	2.40
<del>LAST ITEM</del>				

To Obtain Food Cost for Month  
 Beginning Inventory \$130.00  
 Food Purchase + 65.00  
 Closing Inventory - 51.34  
 Cost of Food Used = 143.66

Total Value of  
 Food on Hand \$ 51.34  
 (Closing Inventory\*\*)

\*Use invoices to determine the unit cost per item and total food purchases for the reporting period.

\*\*The closing inventory for one month becomes the Beginning Inventory for the next month.

## Onsite Food Inventory Record

To Obtain Food Cost for Month

Beginning Inventory	\$	_____
Food Purchase	+	_____
Closing Inventory	-	_____
Cost of Food Used	=	_____

Total Value of  
Food on Hand \$ \_\_\_\_\_  
(Closing Inventory\*\*)

\*Use invoices to determine the unit cost per item and total food purchases for the reporting period.

\*\*The closing inventory for one month becomes the Beginning Inventory for the next month.

# Serving Size and Yield for Vegetables and Fruits

VEGETABLE	<u>Size and Count</u>	<u>Serving Size and Yield</u>
Carrot Sticks	<u>Specify U.S. #1 carrots with 1-1/8 inch medium diameter-about 7-1/2 inches in length, six per pound. Fifty-pound mesh bag.</u>	1 stick is 4 inches long x 1/2 inch wide 12 sticks = 1/2 cup 6 sticks = 1/4 cup 3 sticks = 1/8 cup
Cauli-flower	<u>Specify in cartons of 18-24 pounds, or wirebound crates of 45-50 pounds.</u>	1 medium head = about 6 cups florets
Celery Sticks	<u>Specify 2, 2 1/2, or 3 dozen stalks per crate. Crates weigh 60-70 pounds net</u>	1 stick is 3 inches long and 3/4 inch wide 8 sticks = 1/2 cup 4 sticks = 1/4 cup 2 sticks = 1/8 cup
Cucumbers	<u>Specify 2-inch minimum diameter. This information will be stamped on the basket. Cucumbers will vary from 2 to 2-1/2 inches in diameter and are about 7-1/2 inches long.</u>	
Slices	1/8-inch thick slices	8 slices = 1/2 cup 4 slices = 1/4 cup 2 slices = 1/8 cup
Sticks	Cut in thirds crosswise and then each third into fourths lengthwise for sticks	1 cucumber = 12 sticks 4 sticks = 1/2 cup 2 sticks = 1/4 cup 1 stick = 1/8 cup
Lettuce, Head (Iceberg)	<u>Specify 2 dozen heads, weight of 40-48 pounds.</u>	2 pieces = 1/2 cup 1 piece = 1/4 cup 1/2 piece = 1/8 cup
Lettuce, Leaf	<u>Specify 2 dozen heads weight 18 pounds</u>	1 large leaf = 1/4 cup 2 medium leaves = 1/4 cup 3 small leaves = 1/4 cup
Olives, Ripe	Large	16 olives = 1/2 cup 8 olives = 1/4 cup 4 olives = 1/8 cup
Pickles Dill	<u>Specify large size 4 to 4-3/4 inches long, 22 to 39 count per gallon</u>	1 pickle = 1/2 cup 1/2 pickle = 1/4 cup 1/4 pickle = 1/8 cup
Sweet	<u>Specify small size, 2-3/4 to 3-1/2 inches long, 52 to 99 count per gallon.</u>	2 pickles = 1/2 cup 1 pickle = 1/4 cup 1/2 pickle = 1/8 cup

# Serving Size and Yield for Vegetables and Fruits

Radishes	<u>Specify U.S. #1, 1/2 inch diameter minimum, without tops, small size, 45 radishes per pound.</u>	14 radishes = 1/2 cup 7 radishes = 1/4 cup 4 radishes = 1/8 cup
Tomato Wedge	<u>Specify 5 x 6 size, extra large, 30 pounds net per container.</u> Tomato is 2-1/8 inches x 3 inches in diameter; 2-1/4 tomatoes per pound	1/2 tomato = 1/2 cup 1/4 tomato = 1/4 cup 1/8 tomato = 1/8 cup
Slices	<u>Specify 6 x 7 size, medium</u> Slices 1/4-inch	4 slices = 1/2 cup 2 slices = 1/4 cup 1 slice = 1/8 cup
Cherry	<u>Specify standard size, reasonably uniform in size</u> Volume given in cups.	8 tomatoes = about 1/2 cup 4 tomatoes = about 1/4 cup 2 tomatoes = about 1/8 cup
<b>FRUIT</b>		
Apples	<u>Specify U.S. #1 wholesale basket with apples having a minimum of 2-3/4-inch diameter (medium apple).</u>	1 apple = about 1 cup 1/2 apple = about 1/2 cup 1/4 apple = about 1/4 cup
Bananas	<u>Purchase by fingers</u> small bananas, 5 to 6-1/2 inches Three bananas per pound.	1 banana = 1/2 cup 1/2 banana = 1/4 cup 1/4 banana = 1/8 cup
Berries		
Straw-berries	<u>Specify U.S. #1. Minimum diameter 3/4 inch. Sold in quarts and pints.</u>	1/2 cup measure 1/4 cup measure 1/8 cup measure
Blue-berries	<u>Specify U.S. #1. No minimum</u> Sold in quarts and pints.	1/2 cup measure 1/4 cup measure 1/8 cup measure
Cantaloupe	<u>Specify Size 36. Medium size, 5 1/2 inches diameter, approx. 1-2/3 pounds per melon.</u>	1/4 melon = 1/2 cup 1/8 melon = 1/4 cup 1/16 melon = 1/8 cup

# Serving Size and Yield for Vegetables and Fruits

Grapes	<p><u>Specify variety desired.</u> Concord, Delaware, etc. (slip skin) average about 2-1/2 cups per pound.</p>	<p>12 grapes = about 1/2 cup 6 grapes = about 1/4 cup 3 grapes = about 1/8 cup</p>
	<p>Tokay, Thompson Seedless, etc. (adherent skins average about 2-1/2 cups per pound)</p>	<p>18 grapes = about 1/2 cup 9 grapes = about 1/4 cup 5 grapes = about 1/8 cup</p>
Nectarines	<p><u>Specify Size 80</u> Medium size fruit about 2-1/2 inches diameter. 3 nectarines per pound</p>	<p>1 nectarine = about 1/2 cup 1/2 nectarine = about 1/4 cup 1/4 nectarine = about 1/8 cup</p>
Oranges	<p><u>Specify 113 (Calif. or Ariz.)</u> <u>or 125 size (Fla. or Texas).</u> Size designation printed on carton indicates number of fruit in carton. Medium (or smaller) orange, four per pound.</p>	<p>1 orange = 1/2 cup 1/2 orange = 1/4 cup 1/4 orange = 1/8 cup</p>
Peaches	<p><u>Specify about 2-1/2 inch medium</u> <u>diameter.</u> Four peaches per pound.</p>	<p>1 peach = about 1/2 cup 1/2 peach = about 1/4 cup 1/4 peach = about 1/8 cup</p>
Pears	<p><u>Specify 150 or 135 count.</u> Diameter of pears of both counts is 2-1/2 inches. 150 count is a short fruit, while 135 count is a long fruit. Four pears per pound.</p>	<p>1 pear = about 1 cup 1/2 pear = about 1/2 cup 1/4 pear = about 1/4 cup</p>
Plums	<p><u>Specify Size 3 x 4 x 5.</u> Con- tainers yield a count of 60 pieces of small fruit. Avail- able in four baskets per crate. Six plums per pound.</p>	<p>2 plums = about 1/2 cup 1 plum = about 1/4 cup 1/2 plum = about 1/8 cup</p>

## Serving Size and Yield for Vegetables and Fruits

Raisins	<u>Specify bulk purchase or individual packages, 1-1/2 ounce each.</u>	<b>Yield of bulk:</b> 5-1/3 ounces = 1 cup 2-2/3 ounces = 1/2 cup 1/1/3 ounces = 1/4 cup <b>Yield of individual package:</b> 1 package (1-1/2 ounces) = about 1/4 cup fruit
Tangerine	<u>Specify size 176.</u> Fruit will average 2-3/8 inches in diameter. Four tangerines per pound.	1 tangerine = about 1/2 cup
Watermelon	<u>Specify average size.</u> Melons will average about 27 pounds. Serving size determined by quartering the melon.	<b>Yield of melon:</b> 1/32 wedge = 1 cup 1/64 wedge = 1/2 cup

# Food Production Record

## Food Production Record

**DIRECTIONS:** Food service personnel must complete the Food Production Record each day and sponsors must maintain this record in their files for a minimum of 3 years. This provides an auditable record that verifies that the meals and snacks served meet the meal or snack requirements and, therefore, qualify for Federal reimbursement.

<u>Item Number</u>	<u>Instruction</u>
1	Name of the site
2	Write the calendar date this menu is served, showing month, day, and year.
3	Record all menu items you serve on this date in the appropriate section.
4	Enter the name of each food used to meet meal or snack requirements. For example, with a menu item like beef pot pie, the foods that meet the meal requirements at lunch or supper are as follows: stew beef fulfills the meat/meat alternate requirement, potatoes and carrots in the pie meet part of the fruit/vegetable requirement; and the pie crust meets part or all of the bread/bread alternate requirement. Additional food items used in the meal(s) may also be listed.
5	Enter quantity of each ingredient or food used in each meal to meet the meal requirements. Use weights, measures, or number. For example, list stew beef, 10 lbs; potatoes, 3 lbs; etc.
6	Enter the portion or serving size of each menu item you serve (5-ounce serving of pie, 1/2 cup juice, etc.). Serving sizes can be shown in measures (such as cup measures, scoop size, ladle size), weight, or number (such as number of apples).
7	Enter number of children served at each meal or snack.
8	Enter the number of program adults served at each meal or snack.
9	Enter the total number of persons served at each meal and/or snack.

See sample form, page 44

\*In the SFSP, sponsors are reimbursed only for meals served to participating children. However, at the discretion of the sponsor, adults working in the actual food service operation (called program adults) may be allowed to eat meals. If these adults are served meals, production records must reflect the amount of food used to prepare children and program adult meals.

# Food Production Record

Name of Site (1)

Date \_\_\_\_\_ (2)

## ONSITE FOOD PRODUCTION RECORD

Menu (3)	Foods Used (4)	Quantity Used (5)	Size Serving (6)	Number Served		
				Children (7)	Program Adults (8)	Total (9)
BREAKFAST						
SNACK						
LUNCH						
SNACK						
SUPPER						

## Food Production Record

West Liberty Community Center  
Name of Site (1)

Date July 17, 1981 (2)

## ONSITE FOOD PRODUCTION RECORD

Menu (3)	Foods Used (4)	Quantity Used (5)	Size Serving (6)	Number Served		
				Children (7)	Program Adults (8)	Total (9)
BREAKFAST	Peach halves	4 1/3 # 10 CN	1/2 cup	193	2	195
	Corn grits	8 # Regular	1/2 cup	193	2	195
	Milk	195 - 1/2 pints	1/2 pint	193		195
	Cheese wedge	12 1/2 #	1 oz	193	2	195
SNACK	NONE SERVED					
LUNCH	Hamburger on Bun	46 # ground beef 250 Buns	2 oz 1	247	3	250
	French Fries	5 (5 # FRZ)	1/2 cup	247	3	250
	lettuce and Tomatoes	6 # 12 3/4 #	1/8 cup 1/8 cup	247	3	250
	Milk	250 - 1/2 pints	1/2 pint	247	3	250
SNACK	Pineapple juice	3 1/4 32 FL OZ FRZ concentrate	3/4 cup	95	0	95
	Bran muffin	95	1	95	0	95
SUPPER	NONE SERVED					

